



# **Activating Interpersonal Communication in a Thematic Unit**

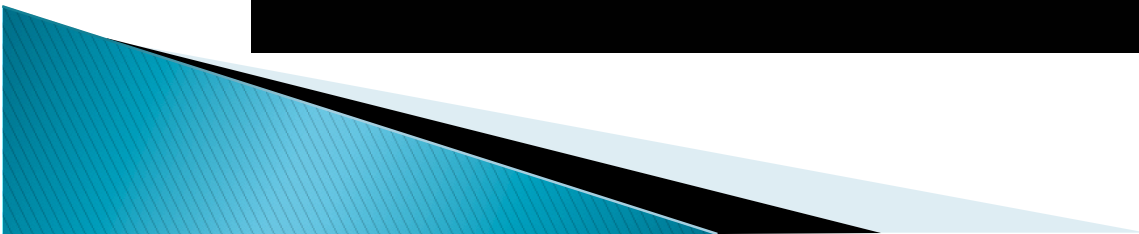
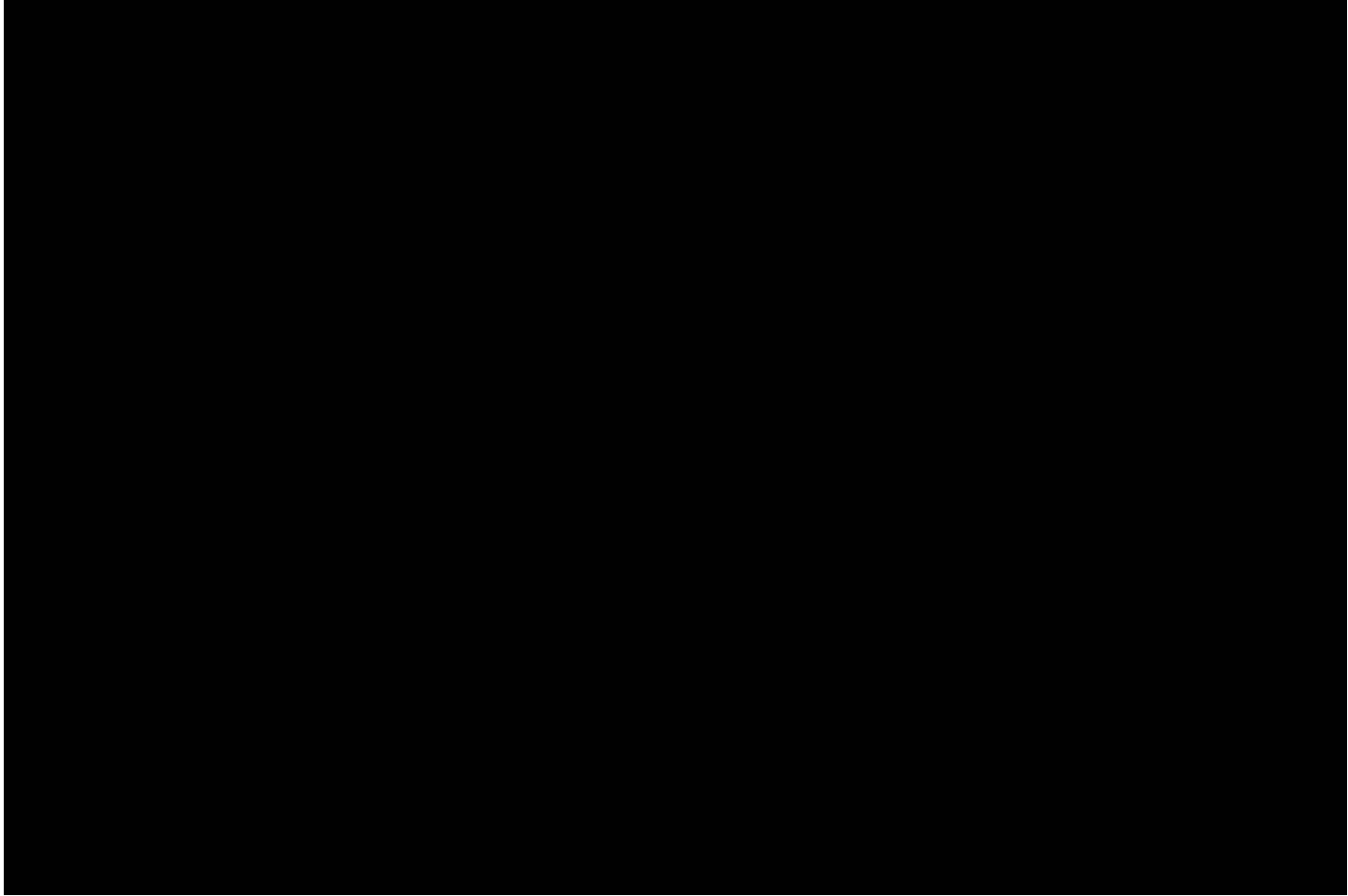
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Indianapolis, IN 46216

# Hungry Planet



# L'équilibre alimentaire

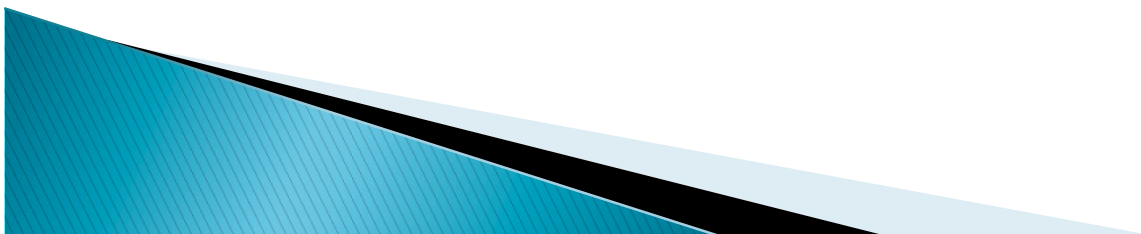
L'alimentation nous fournit l'énergie nécessaire au bon fonctionnement du corps humain.

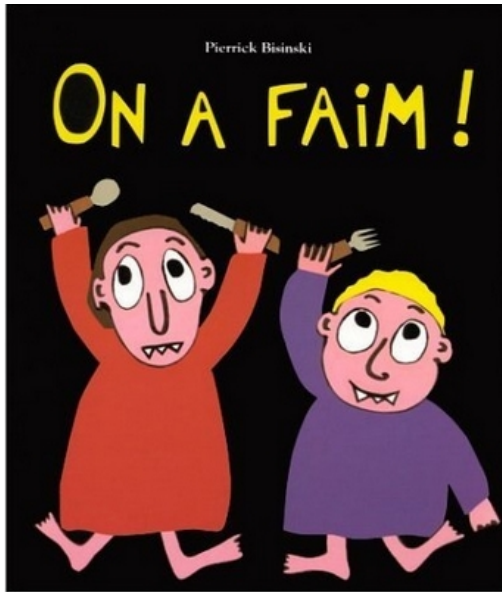
- Fonctionnement du corps humain : pour la respiration, la digestion, la circulation, etc.
- Croissance et remplacement des cellules mortes.
- Activité physique et intellectuelle normale.

Cette énergie est mesurée en **calories**.

Entre 8 et 12 ans, un enfant doit consommer entre 2 200 et 2 600 calories par jour. En dessous de cette quantité, les enfants risquent la « **sous-nutrition** ».

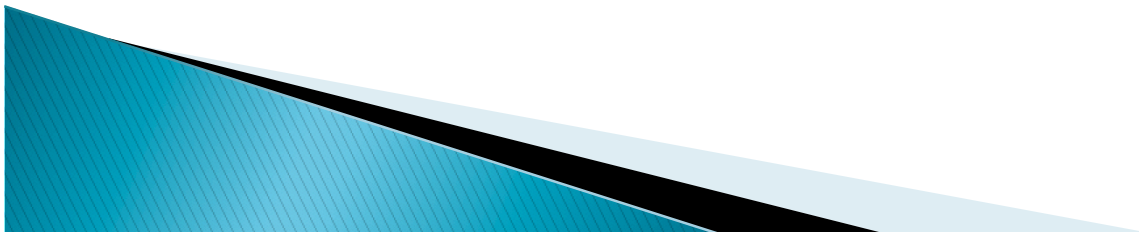
Si l'alimentation apporte régulièrement plus de 2 600 calories par jour, sans activité physique, les enfants risquent l'obésité. C'est la « **surnutrition** ».





How can a unit on food and hunger and a focus on interpersonal tasks be integrated to create a meaningful context for novice learners? Emphasis will be placed on the integration of web 2.0 tools that can be used to scaffold instruction culminating in a summative interpersonal performance assessment.

**What do you think our students **will learn** during this unit?**



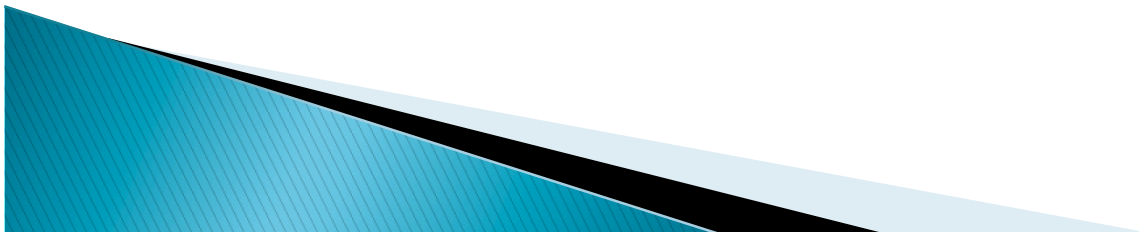




## Essential Questions:

1. How do we eat well?
2. Why does hunger exist?

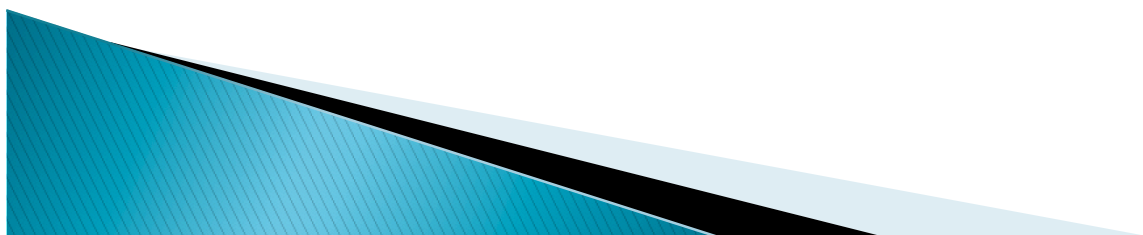
What do you think our students will learn **to say** as a result of this unit?



## French I-Unit 3-L'Alimentation et la faim

Language	French
Course	French I
Targeted Proficiency Level	Novice-mid
Thematic unit	L'alimentation et la faim (Food and Hunger)
Unit length	about 4 weeks
Stage 1: Desired Results	
Standards: Check as many as apply.	<div style="display: flex; justify-content: space-between;"> <div> <input checked="" type="checkbox"/> 1.1 Interpersonal communication  <input checked="" type="checkbox"/> 1.2 Interpretive communication  <input checked="" type="checkbox"/> 1.3 Presentational communication  <input checked="" type="checkbox"/> 2.1 Cultural practices and perspectives  <input checked="" type="checkbox"/> 2.2 Cultural products and perspectives  <input checked="" type="checkbox"/> 3.1 Connections to other disciplines  <input type="checkbox"/> 3.2 Acquiring new information </div> <div> <input type="checkbox"/> 4.1 Language comparisons  <input checked="" type="checkbox"/> 4.2 Cultural comparisons  <input type="checkbox"/> 5.1 Language within and beyond the school setting  <input checked="" type="checkbox"/> 5.2 Lifelong learning </div> </div>
Enduring Understanding(s)	Food is necessary for life. Hunger is everywhere.
Essential Question	How does healthy eating for everyone make the planet a better place to live?
Guiding Questions	<ul style="list-style-type: none"> <li>• How do we eat well?</li> <li>• Why does hunger exist?</li> </ul>
Learning Goals	Students will consider personal connections with food. They will consider the type of food that they and others eat and will indicate their likes and dislikes. They will be able to say why they eat/don't eat certain foods, describing their tastes and commenting on how healthy or unhealthy certain foods are. They will be able to explain the number of calories needed to sustain life and will analyze the number of calories they consume with regard to the US and other food pyramids. Finally, they will consider why hunger exists, where it is prevalent and how various organizations are helping. As a class students will work individually and in groups to draw attention to hunger issues.

Functions What can learners do?	Knowledge What context, structure and culture will learners need to show their knowledge?		
Functions	Context	Structure	Culture
ask and answer questions about food and hunger	<ul style="list-style-type: none"> <li>Are you hungry?</li> <li>I am/am not...</li> <li>question words</li> </ul>	<ul style="list-style-type: none"> <li>to have</li> <li>idioms (<i>avoir faim</i>)</li> <li>yes/non question formation</li> <li><i>Combien, Où, À quelle heure, Quand</i></li> </ul>	<ul style="list-style-type: none"> <li>foods and drinks in</li> <li>Francophone countries</li> </ul>
talk about likes and dislikes concerning common and international foods	<ul style="list-style-type: none"> <li>Do you like...?</li> <li>I like / don't like?</li> <li>I like a little</li> <li>I like a lot</li> <li>I love</li> <li>I hate</li> <li>typical level 1 foods – 20 words</li> <li>selected cultural foods from various French speaking countries – 20 words</li> <li>names of countries</li> </ul>	<ul style="list-style-type: none"> <li>verb <i>aimer</i></li> <li>verb <i>préférer</i></li> <li>verb <i>detester</i></li> <li>verb <i>adorer</i></li> <li>adverbs: <i>beaucoup, un peu</i></li> <li>negative: <i>ne ..pas</i></li> </ul>	<ul style="list-style-type: none"> <li>social register</li> </ul>
ask and answer if they would like certain dishes and give reasons	<ul style="list-style-type: none"> <li>I would/would not like because</li> </ul>	<ul style="list-style-type: none"> <li>questions</li> <li><i>parce que</i></li> <li>comparison</li> </ul>	



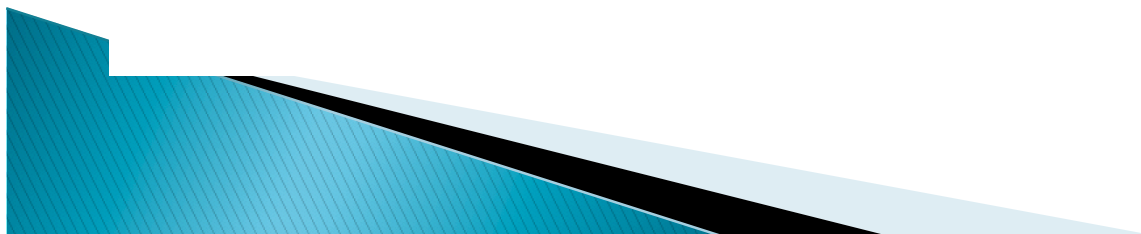
Stage 2: Assessment Evidence Summative Performance Assessments		
Interpretive	Students will read short authentic texts that provide information on food and hunger. They texts will be excerpted from <u>Copain du Monde</u> . Students will be given key English words and asked to find the French equivalent. They will be given statements and will indicate which statements provide information that is shared in the reading. They will also watch a brief <u>youtube clip</u> and state the main idea of the clip in English.	
Interpersonal	Students will have completed various activities based on visuals throughout the unit. For the interpersonal assessment, students will be given random images and will be expected to ask and answer questions about food choice, likes and dislikes and diet. They will discuss hunger based on the setting of the images.	
Presentational	Students will create a public service announcement to address nutritional and / or hunger issues in their community.	
Formative Assessments		Other Summative Assessments
<ul style="list-style-type: none"> <li>• <u>food</u> and drink vocabulary quizzes</li> <li>• <u>matching</u> pictures with vocabulary</li> </ul>		
Stage 3: Learning Activities		
Interpersonal	Interpretive	Presentational
<ul style="list-style-type: none"> <li>• Hungry Planet video: <a href="http://youtu.be/osSpWbmEYF4">http://youtu.be/osSpWbmEYF4</a> - discussion about which countries are more healthy than others</li> <li>• <u>use</u> pictures with ingredients - I prefer this because <u>./I like</u> <u>series of slides</u> with pix and ingredients-simple words (healthy or not) -partner discussion and interview</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Hungry Planet video: <a href="http://youtu.be/osSpWbmEYF4">http://youtu.be/osSpWbmEYF4</a> <u>use</u> pictures with ingredients - I prefer this because <u>./I like</u> <u>series of slides</u> with pix and ingredients-simple words (healthy or not) -partner discussion and interview</li> <li>• SOS <u>film</u> movie-interpretive activities, numbers:</li> </ul>	<ul style="list-style-type: none"> <li>• Hungry Planet video: <a href="http://youtu.be/osSpWbmEYF4">http://youtu.be/osSpWbmEYF4</a> - discussion about which countries are more healthy than others</li> </ul>
Other Learning Activities		

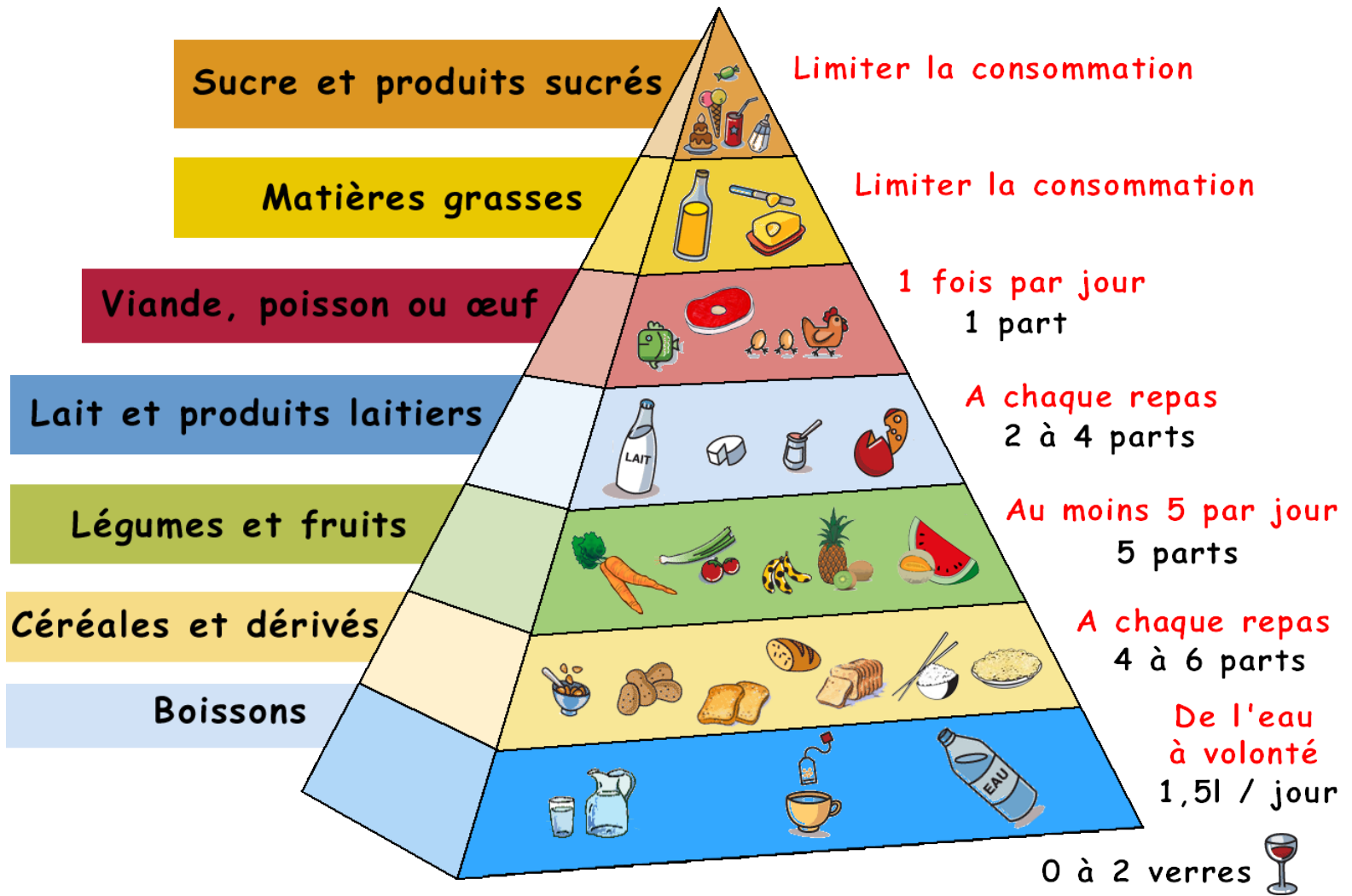


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Other Learning Activities		
<ul style="list-style-type: none"> <li>practice activities for <i>aller</i>.</li> <li>draw food and drink items for a new café</li> <li>research café and snack foods and drinks from other Francophone countries</li> </ul>		
Resources		
<p>District Resources-<i>C'est à toi Niveau 1</i></p> <ul style="list-style-type: none"> <li><u>Unité 3-café foods and drinks</u></li> <li><u>Unité 4-time</u></li> <li><u>Unité 6-days/months</u></li> </ul> <p>Other resources</p> <ul style="list-style-type: none"> <li><u>online café menus</u></li> <li><u>food flashcards in both paper form and online</u></li> <li><u>online currency exchange convertor</u></li> <li><u>online videos/images about Francophone cafés , foods and drinks</u></li> </ul>		



oignons limonade  
couscous pomme  
carotte tagine  
fruits viande  
viande  
fromage  
poisson  
sandwich aliments  
farine  
poulet  
frites  
jambon gateau  
mauvais pour la santé  
les aliments  
oeuf  
éclair  
chocolat  
riz  
bon pour la santé  
poutine haricots  
aubergine olives  
eau grains  
glace huilée aliment olive  
steak frites  
pizza courgette  
pain  
bonbons  
patate  
crêpe  
saucisson  
tomates  
tarte pommes de terre  
hamburger légumes oranges





# Tu aimes la ratatouille?



- ▶ l'aubergine
- ▶ la courgette
- ▶ le poivron rouge, vert, jaune
- ▶ la tomate
- ▶ l'oignon
- ▶ l'ail

un repas français

# Tu aimes le gumbo?



- ▶ le céleri
- ▶ le poivron vert
- ▶ l'oignon
- ▶ le poulet
- ▶ la saucisse
- ▶ les crevettes

un repas cajun



# Tu aimes la poutine?



les frites  
la sauce  
le fromage

un repas canadien



# Tu aimes le tajine?



- ▶ le poisson
- ▶ les poivrons
- ▶ le citron
- ▶ les olives

un repas marocain

# Tu aimes le mafé poulet?



- ▶ le poulet
- ▶ les arachides
- ▶ les tomates
- ▶ les patates
- ▶ le café
- ▶ les piments
- ▶ les oignons
- ▶ les carottes
- ▶ le riz

un repas africain

# Tu aimes le plumpynut?



- ▶ L'avoine
- ▶ Les graines de tournesol
- ▶ Les amandes
- ▶ Le germe de blé
- ▶ Le miel
- ▶ Les fruits secs

un repas multi-micronutrient



# Qu'est-ce que tu préfères? Pourquoi?



# La faim dans le monde, quel paradoxe!





## Lutter contre la faim dans le monde

Chaque année, la faim coûte environ 450 milliards de dollars E.-U. aux pays en développement.

Le PAM n'a besoin que de 0,25 dollar E.-U. pour donner à un écolier qui a faim un bol de nourriture contenant tous les nutriments essentiels pour la journée.

Près de 1 milliard de personnes dans le monde sont sous-alimentées – soit la population de l'Amérique du Nord et celle de l'Europe réunies.

## La faim dans le monde 2011



Catégorie	1	2	3	4	5	
Personnes sous-alimentées	<5%	5-9%	10-19%	20-34%	≥35%	Données insuffisantes
Description	Extrêmement faible	Très faible	Assez faible	Assez élevée	Très élevée	

Sources : L'état de l'insécurité alimentaire dans le monde 2010, Organisation des Nations Unies pour l'alimentation et l'agriculture.  
2011, Programme alimentaire mondial.  
Les appellations employées sur cette carte et la présentation des données qui y figurent n'impliquent de la part du PAM aucune prise de position quant au statut juridique ou constitutionnel des pays, territoires ou zones maritimes, ni quant au tracé de leurs frontières.  
Les lignes en pointillés représentent approximativement le tracé de la ligne de contrôle au Jammu-et-Cachemire couvert par l'Inde et le Pakistan. Les parties ne sont pas encore entendues sur le statut définitif du Jammu-et-Cachemire.

Je veux partager...

écrivez ton plat préféré

Besoin d'inspiration?



Partager maintenant



<https://www1.wefeedback.org/fr/calculator#>

Je veux partager...

[Besoin d'inspiration?](#)

J'ai l'habitude de payer...

\$ (USD)

Plus de portions nourriront plus d'enfants...

1

\$4.00

Si vous  
partagerez, vous  
nourrirez

**16**  
enfants

**Partager maintenant**





# Summative Interpersonal Assessment

You are attending a student United Nations event. The topic is food and hunger. You will represent one country and interact with others from other countries. Have a conversation where you ask and answer questions to discuss:

- Where you live
- Food likes and dislikes
- Foods that you eat in your country
- Healthy and unhealthy behaviors
- Hunger issues where you live



**Que ta nourriture soit ta médecine, et ta  
médecine, ta nourriture.     *Hippocrate***

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